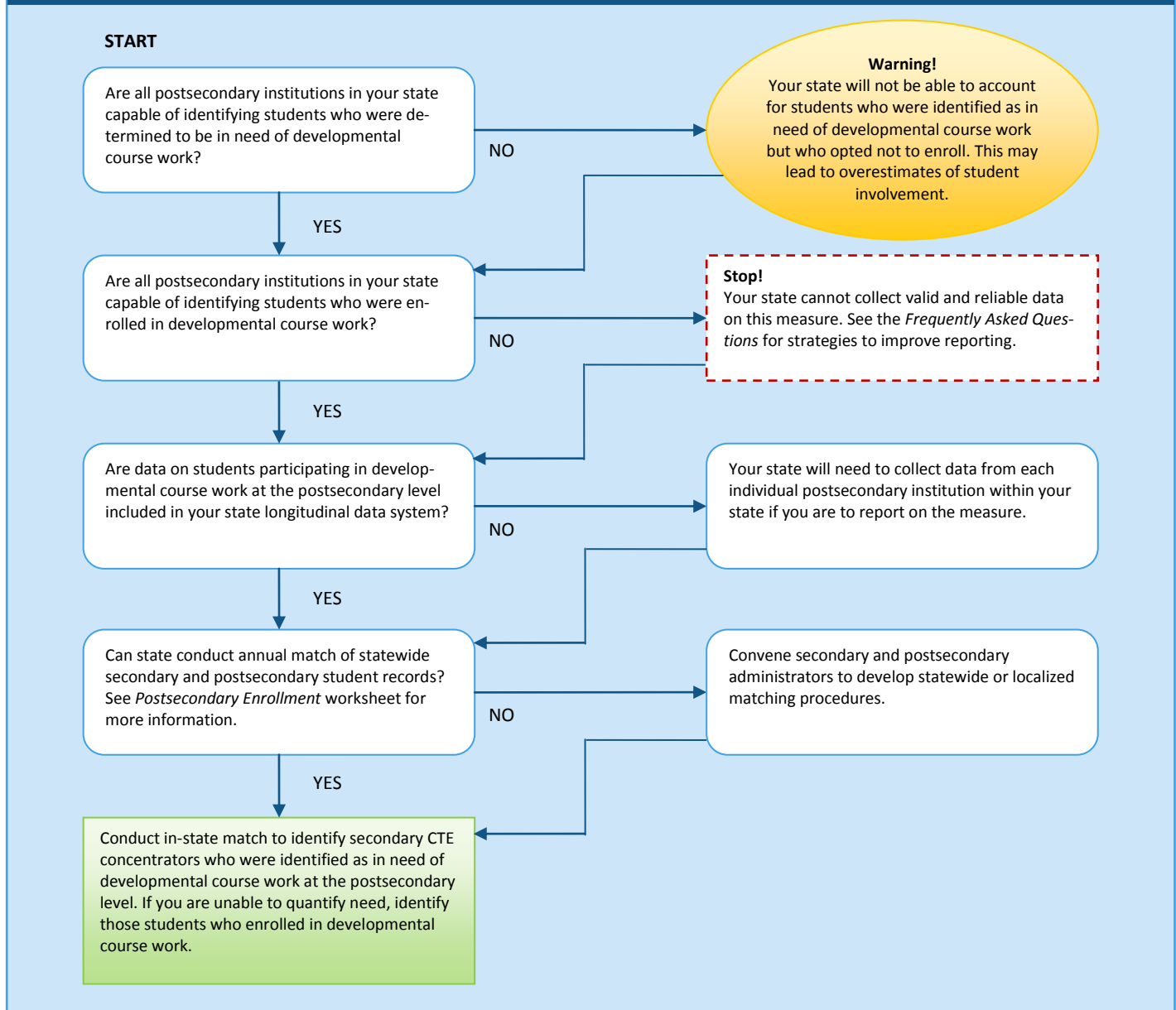


Need for Developmental Course Work in Postsecondary Education



MEASURE CONSTRUCTION

Percentage of CTE concentrators who enrolled in postsecondary education in the year following high school graduation who were recommended to enroll in at least one postsecondary education development course.

- **Numerator:** Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year, who graduated in the reporting year, and who enrolled in postsecondary education at any point during the following academic year who were recommended for enrollment in at least one postsecondary developmental course.
- **Denominator:** Number of secondary students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year, who graduated in the reporting year, and who enrolled in postsecondary education at any point during the following academic year.

FREQUENTLY ASKED QUESTIONS

Q1: What constitutes developmental course work?

A1: The definition of developmental course work may differ across postsecondary institutions within a state, and across programs within an institution. Typically, developmental course work is described in terms of the postsecondary course number, for example any course that is less than the 100 series. If your state does not have a standardized definition, you will need to rely on each postsecondary institution to determine which courses are considered developmental.

Q2: How are students recommended for developmental course work?

A2: States employ differing approaches to determine students' need for developmental course work. State data will be more consistent if all postsecondary institutions use a standardized set of placement exams and establish a consistent threshold to determine student eligibility for developmental course work. Assessing students' readiness for postsecondary education system- or statewide will be difficult if eligibility criteria for developmental education vary by institution and/or by program within institutions. Consult with state secondary and postsecondary administrators and/or staff at individual postsecondary institutions to ensure that programs are aligned and are preparing students adequately for postsecondary success.

Q3: When should measurement occur?

A3: Data should be collected on students who enrolled in postsecondary education at any time in the year following high school graduation. For example, a CTE concentrator who graduated in June 2012 would be included in the denominator of the measure if they enrolled in any postsecondary institution prior to July 1, 2013.

Q4: Must a student enroll in developmental course work or only be recommended?

A4: States should report on whether placement tests indicate that a student needs developmental course work at the college he or she is attending. States that are limited to reporting on students who actually enrolled in developmental course work should consider strategies for expanding reporting, for example by requiring that postsecondary institutions record students' placement test scores or add a flag to the student record indicating the need for remediation. States that collect data on students' need for developmental course work are encouraged to assess whether students who were recommended for course work, but who chose not to enroll, subsequently went on to achieve postsecondary success.

Q5: Many of my secondary POS sites are partnering with more than one community college. In some instances, partnering colleges have set differing thresholds for passing on their placement tests. What are the implications for my program data?

A5: Postsecondary institutions offering similar programs might be expected to set equivalent thresholds for passing placement tests. Work with state secondary and postsecondary administrators and/or local college administrators to explain the circumstance and promote the establishment of common passing scores. In the absence of consistent performance expectations at the postsecondary level, assess whether students were adequately prepared to enter the postsecondary program at the institution they attended.

Q6: My state does not collect statewide data on student need for developmental education at the postsecondary level, nor do local programs maintain these data. What are my options for this indicator?

A6: Nearly all colleges require incoming students to complete some form of placement exam or to provide some evidence of academic skill mastery prior to beginning course work or declaring a major. Capturing these data within postsecondary data systems will ensure that your state can report on the indicator. This will entail establishing formal statewide policies or informal agreements with participating institutions to incorporate placement test results in student administrative records.